

**AN ANALISYS OF STUDENTS' READING COMPREHENSION
STRATEGIES BASED ON THEIR LEARNING STYLES AT THE
SECOND SEMESTER OF THE EIGHTH GRADE AT MTs
NEGERI 2 BANDAR LAMPUNG IN ACADEMIC
YEAR 2019/2020**



An Undergraduate Thesis

Submitted in a Partial Fullfillment of the Requirement for Seminar

By:

IBNU SURYA PRATAMA

NPM.1511040254

Study Program : English Education

Advisor : Syofnidah Ifrianti, M.Pd

Co-Advisor : M. Sayid Wijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG 2020**

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ABSTRACT

AN ANALYSIS OF THE STUDENTS' READING COMPREHENSION STRATEGIES BASED ON THEIR LEARNING STYLE AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT MTsN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2019/2020

**By
Ibnu Surya Pratama**

Reading is one of main aspects of English skill and learning style is a student's consistent way of responding to and using stimuli in the context of learning. This research is about 'An Analysis of the Students' Reading Comprehension Strategies Based on Their Learning Style at the Second Semester of the Eighth Grade at MTsN 2 Bandar Lampung in the academic year 2019/2020.

In this research, the researcher used descriptive qualitative research method. The researcher used purposive sampling technique. The researcher chose class VIII F as sample that consisted of 32 students. In collecting the data, the researcher used two kinds of instrument, they were: questionnaire and interview. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing.

From the data analysis, the researcher found the students' learning styles are 25% for visual learners, 43.75% for auditory learners and 31.25% for kinesthetic learners and found the students' reading comprehension strategies that most student of eighth grade used visualizing, skimming and scanning strategies in comprehension the text, beside some students used another strategies like activating and using background knowledge, predicting, summarizing, making inferences and generating and asking question to comprehend the text.

Keywords: Learning Style, Reading Comprehension Strategies, Descriptive Qualitative Research Design.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721.703260

APPROVAL

Title : **AN ANALYSIS OF STUDENTS' READING COMPREHENSION STRATEGIES BASED ON THEIR LEARNING STYLES AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTsN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

Student's name : **IBNU SURYA PRATAMA**
Student's number : **1511040254**
Study program : **English Education**
Faculty : **Tarbiyah**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University of
Raden Intan Lampung

Advisor

Co-Advisor

Syofnidah Ifrianti, M.Pd
NIP. 196910031997022002

M. Sayid Wijaya, M.Pd
NIP. 198803172015031006

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP. 198005152003122004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp (0721) 702360

ADMISSION

A thesis entitled: **"AN ANALYSIS OF STUDENTS' READING COMPREHENSION STRATEGIES BASED ON THEIR LEARNING STYLES AT THE SECOND SEMESTER OF THE EIGHT GRADE AT MTS N 2 BANDAR LAMPUNG IN THE ACADEMIC YEARS OF**

2019/2020", by: IBNU SURYA PRATAMA, NPM: 1511040254, Study Program: English Education was tested and defended in the final examination session held on: Wednesday, June 24th 2020

Board of Examiners:

Chairperson : Iwan Kurniawan, M.Pd

Secretary : Septa Aryanika, M.Pd

Primary Examiner : Fitrah Aulia Anshar, M.Hum

Co-Examiner : Syofnidah Ifrianti, M.Pd

Advisor : M. Sayid Wijaya, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 19640828 198803 2 002

DECLARATION

I hereby state that this thesis entitled: “An Anlysis of the Students’ Reading Comprehension Strategies Based On Their Learning Styles at the Second Semester of the Eighth Grade of MTs N 2 Bandar Lampung in the Academic Year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 2020

Declared by,

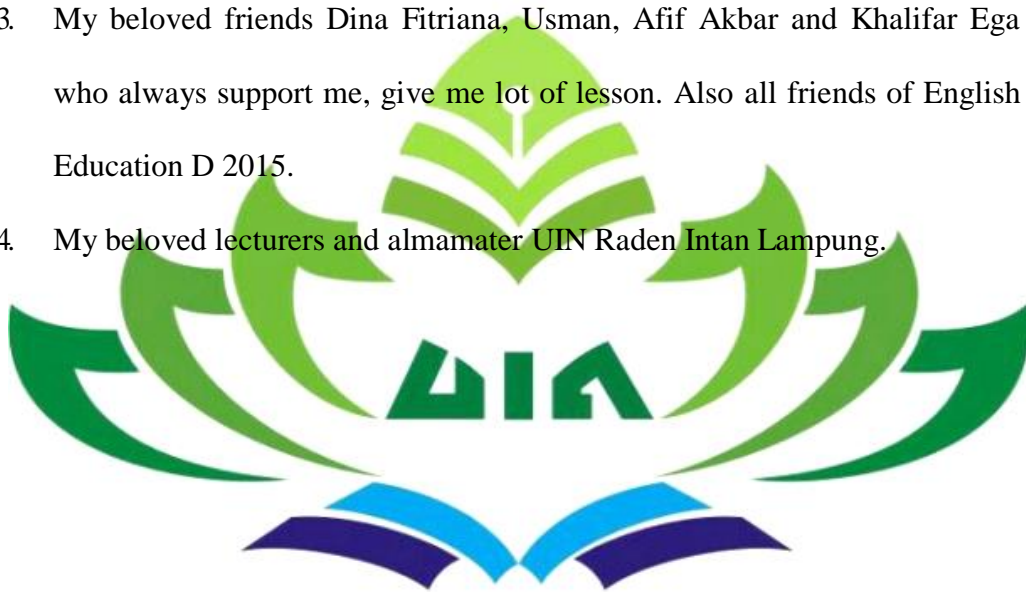
Ibnu Surya Pratama
NPM. 1511040254



DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

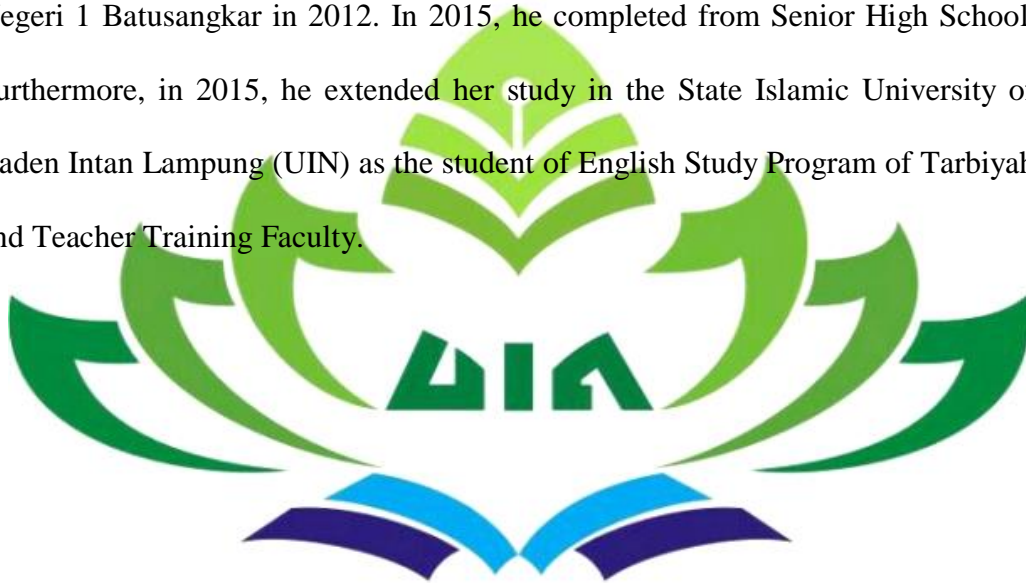
1. My beloved parents, Mr. Sardi and Ms. Nofriati who always pray for me, give me motivation, support my study, and give advice me wisely.
2. My beloved sister Siti Zakiah Aviza who always give me support and motivation for my success.
3. My beloved friends Dina Fitriana, Usman, Afif Akbar and Khalifar Ega who always support me, give me lot of lesson. Also all friends of English Education D 2015.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Ibnu Surya Pratama was born in Jakarta on August 01st, 1997. He is the first child of two children of Mr. Sardi and Ms. Nofrianti. He has one sister, her name is Siti Zakiah Aviza.

He began his study at elementary school of SD Negeri 23 kampung baru in 2003. He finished from elementary school in 2009. Then, he extended at Junior High School of SMP Negeri 1 Batusangkar in 2009. After finished from Junior High School in 2012, He continued his study at Senior High School of SMA Negeri 1 Batusangkar in 2012. In 2015, he completed from Senior High School. Furthermore, in 2015, he extended her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of daily activity. Through reading, people are able to get knowledge, information, idea, problem solution and pleasure. We read because we always find reading materials everywhere through magazine, newspaper, academic books, fiction or nonfiction book and novel.

Reading is also important to improve general language skills in learning English. It is important because by having ability to read, students can learn thinking in English, increase English vocabulary, improve writing, and find out about new ideas, facts and experiences.¹ Therefore, it can be said that reading is one of the keys to success for everyone who wants to be an educated person.

Anderson defined that reading as the process of making meaning from written text.² Also, Wixson stated that reading is the process of creating meaning that involves: (a) the readers existing knowledge; (b) the text information; (c) the reading context.³ It can be concluded that reading is a process of making meaning from written text by involving the reader knowledge.

¹ Beatrice S Mikulecky and Linda Jeffries, *More Reading Power*, (USA: Addison-Wesley Publishing Company, 1996), p. 1.

² Abbas Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill?*, Journal of Studies in Education, Vol.6, No.2 (March 2016) p. 230

³ *ibid*

Nowadays, reading skills become very important in education fields; students need to be exercised while reading in order to have a good reading skills. In the school, English lesson is very important subject for students. English has a priority subject in the learning process, reading skills also the most important skills that must students have, because through reading skills they can understand more knowledge especially in English. On the other hand, if students have a good ability in reading and know the strategies while reading they will have better chance in their study.

According to RAND, comprehension is the process of eliciting and making meaning through interaction and involvement with written language.⁴ Also Cain in G. Wooley stated that comprehension involves the interaction of a wide range of cognitive skills and process that there are many occasions where difficulties arise that may lead to comprehension failure.⁵ It means that comprehension is making meaning through movement and interaction of a wide range of cognitive skills. The important of reading mainly in reading comprehension for someone ought to be aware. Reading comprehension is very important for the student because through reading comprehension someone will easy to develop in the academic capability, skills and perspicacity. Reading comprehension requires the use of strategies before, during, and after reading.

⁴ *Ibid*

⁵ G Woolley. *Reading Comprehension: Assisting Children with Learning Difficulties*. (online)(2011), p.15

In the context of reading comprehension, Jimenez et al defined that strategy as deliberate actions that readers take to establish and enhance their comprehension.⁶ Also, McNamara stated that a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.⁷ Many readers have an illusion of comprehension when they read text because they settle for shallow levels of analysis as a criterion for adequate comprehension.⁸ It means they need to acquire and implement strategies to facilitate deeper levels of comprehension.

Furthermore, different ways in learning are used by students to perceived or acquired information from learning situation clearly and use the knowledge well. Reading comprehension can be seen as students' achievement related to English acquisition and one of the factors affecting language acquisition is learning styles. Learning styles related to reading achievement because the ways students prefer to learn determine their comprehension. They feel comfortable in absorbing, acquiring, perceiving, and processing the information in their own way. That factor makes learning style related to reading comprehension.⁹

⁶ *Ibid*

⁷ McNamara, *Reading Comprehension Strategies* , (New York : Lawrence Erlbaum Associates, 2007), p. 6

⁸ *Ibid*, p.6

⁹ Titing Magfirah, *Students' Reading and Listening Comprehension Based On Their Learning Styles*, International Journal of Education, Vol.10, No.2 (February 2018) p. 110

Brown defined that learning styles as the manner in which individual perceive and process information in learning situation.¹⁰ It means that the learning style is characterized by the degree to which the learner emphasizes abstractness over concreteness in perceiving information.

In reading activity, the students need learning style and strategies to make them easier in comprehend the text. As keefe defined that learning styles as cognitive, affective, and physiological factors that are indicators of how learners perceive, interact with, and respond to a learning environment.¹¹ It means that one of the dominant factors that can influences students reading comprehension is learning style. Also, crookall defined that strategies as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient.¹² It means that strategies is the learning technique in which make learning more effective and efficient for achieving reading comprehension.

Therefore, the matching of learning style with the strategies in reading will increase the students' achievement especially in reading comprehension. Based on the preliminary research, the data was retrieved from the score of the second semester test and found that many students at the eighth grade of MTsN 2 Bandar Lampung still got under average score

¹⁰ Abbas Pourshossein Gilakjani, *visual, auditory, kinesthetic learning style and their impacts on English language teaching*, Journal of Studies in Education, Vol.2, No.1 (February 2012) p. 105

¹¹ Nahla M. Moussa, *The Importance of Learning Styles in Education Institute for Learning Styles Journal*, Vol 1, No.2 (February 2014) P. 20

¹² Syakirah Mohammed, Majdi Abdullah Ahmad AD-Heisat, *The Use of Reading Strategies in Developing Students' Reading Competency among Primary School Teachers in Malaysia*, European Journal of Social Sciences, vol 12 no.2, 2009 , p.311.

in reading 71 students achieved score above the criterion of minimum mastery. More than it, 129 students got score under the criterion of minimum mastery, and the criterion of minimum mastery at eight grade of MTsN 2 Bandar Lampung is 75. It could be inferred that most of students still had difficulties in their reading comprehension.¹³

The data of the research was retrieved from interview Mrs. Isnaini Romadhona, M.Pd as English teacher in MTsN 2 Bandar Lampung. She said each student hard to comprehend their reading text and student cannot understand the material maximally. The students difficult to understand about what they have read and some students are comprehend because they know strategies in reading.¹⁴

In addition, the data was also obtained from the students' interview about reading strategies. Student A said he felt and less motivated to learn reading because he did not know about reading strategies and makes him difficult to comprehend the text. Besides, student B said that he did not understand because he lacked strategy in reading and did not consider the learning style.

Based on the interview, it was found that cause of the problem reading comprehension are student still confused about reading strategies and unmotivated in reading and cannot understand material maximally; the students find difficulties to comprehend the reading texts; and the teachers need another strategies or way to rise the students' interest in reading and to

¹³ The Teachers' Document of The Eighth Grade at MTs Negeri 2 Bandar Lampung

¹⁴ The Interview of English teachers' at The Eighth Grade at MTs Negeri 2 Bandar Lampung

help the students in reading comprehension process. However, there are three learning styles for teaching reading like visual learners, auditory learners and kinesthetic learners.

Mackeracher stated that learning style is sometime define as the characteristic, cognitive, affective, social and physiological behaviors that serve us relatively stable indicators of how learners perceive, interact with and respond of the learning environment.¹⁵ When the students know their learning style, they will integrate in the process of learning so they will learn more easily and will be successful.¹⁶ It can be concluded that learning style is how the students face their learning process or perceive in every learning situation so they can learn more easily. It will be important for teacher to know the variations of students' learning styles. Thus, focus one learning style will be adverse for students.

In addition, after looking the reference related to the research that is going to be done by the researcher, there was some previous research that have been done by Nita Sita Rahma. In her research, she found that there is no significant effect of learning style on students' reading comprehension achievement. But, relatively it is found that kinesthetic tends to be the best among other learning styles in reading comprehension achievement.¹⁷ Then, it is important for students and teachers to recognize learning styles in order to their reading skill could be increased.

¹⁵ *Ibid.*

¹⁶ *Ibid* p. 109

¹⁷ Nita Sita Rahma, "The Effect Of Learning Style On Students' Reading Comprehension Achievment At The Tenth Grade At SMA N 10 Bandar Lampung of 2012/2013", 2014. p.11

Based on the background of the problem, the researcher interested in conducting a research with the title : An Analysis of Students' Reading Comprehension Strategies Based On Their Learning Style at The Second Semester of Eight Grade of MTs Negeri 2 Bandar Lampung In The Academic Year of 2019/2020.

B. Limitation the Problem

Limitation of the problem in this research was only focusing on the learning styles of students' reading comprehension strategies.

C. Formulation of The Problem

Based on the limitations of the problems, the problem was formulated as follows:

1. What are the second semester students' learning styles of the eighth grade at MTs Negeri 2 Bandar Lampung?
2. What are the students' reading comprehension strategies based on their learning style at the second semester of the eighth grade at MTs Negeri 2 Bandar Lampung?

D. Objective the Research

The purpose of this research were to determine what were the students' reading comprehension strategies based on their learning styles?

E. Significance of the Research

The result of this research were expected to give theoretical and practical contributions:

1. Theoretically: the research results were expected to contribute to the development of education, especially in students' reading comprehension strategies based on their learning style.
2. Practically :
 - a) Teacher : To give information for English teacher about models of learning style and reading strategies that make the students easy to study.
 - b) Student : By understanding learning style and reading strategies can make students easy to study English in reading language subject and comprehend what they read

F. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subjects of the research was the second semester of eighth grade at MTs Negeri 2 Bandar Lampung.

2. Object of the Research

The object of research was the use of learning styles and reading comprehension strategies of students.

3. Place of the Reasearch

This research was conducted at MTs Negeri 2 Bandar Lampung.

4. Time of the Research

This research was conducted at the second semester in the academic year 2019/2020



CHAPTER II

LITERATURE REVIEW

A. Concept of Learning

There are lots of different meanings of learning. Honey defined that learning as a description of attitudes, behaviors that influence ones preferred way of learning.¹⁸ According to kimble, learning is acquiring of knowledge of a subject or a skill by study, experience and instructions. It is relatively permanent change in a behavioral tendency and the result of reinforced practice.¹⁹ It means that learning that not only transfers knowledge and experience, but also attitudes and behavioral.

Moreover, Wilson stated that learning is a process of active construction that learning is a social phenomenon as well as individual experience and that learner differences are resources, not obtacles.²⁰ It means that learning is social phenomenon as individual experience.

It can be concluded that learning is a process for getting knowledge and it is important for students to know the ways they used to learn and learning is connected to student favor of some particular method of interacting, taking in and processing stimulate or information of knowledge and it will affect students learning outcomes.

¹⁸ Prabhakar Venuggopal Gatasala, et.al, *Influence of Learning Styles*, International Journal Of Learning, Vol.16, No.9,(January 2009)P. 170

¹⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Franco: Person Longman: 2007), p.7

²⁰ Suzzane M. Wilson, Penelope L. Peterson, *Theories of Learning and Teaching What Do They Mean for Eeducators* (Washington DC: NEA, 2006) p.1

B. Concept of Learning Styles

Learning style is a student's consistent way of responding to and using stimuli in the context of learning. Keefe defined that learning styles as cognitive, affective, and physiological factors that are indicators of how learners perceive, interact with, and respond to a learning environment.²¹ It means that learning styles are factors for the learner to respond a learning environment.

Furthermore, Stewart defined that learning styles as educational conditions under which learners prefer to learn.²² It means that learning styles are not concerned with what learners learned, but rather how they prefer to learn and absorbing the information or what they have learned.

It can be concluded that learning style are way to responding the context of learning and how the learner prefer to learn.

1. Definition of Learning Style

Learning styles are ways of students in absorbing and understanding the information or idea. In the other side, it could be said that learning styles are the student preference ways in learning.

Bire stated that the learning style is the easiest way that students have in absorbing, organizing, and processing the information received in learning.²³ It means that learning styles are the ways students tend to react

²¹Nahla M. Moussa *The Importance of Learning Styles in Education Institute for Learning Styles Journal*, Vol 1, No.2 (February 2014) P. 20

²² Loc. Cit

²³ Ika Maryani *Validity and Realibility of Learning Style Scale of the Elementary School Students*. International Conference on Research in Education (Februari 2017) P.365.

and use stimulants to absorb and then organize and process information in the learning process.

Furthermore, Dunn stated that learning style is the way in which each learner begins to concentrate on process, absorb and retain new and difficult information.²⁴ It means that learning style is the way every learner to absorb and perceive the information on their own way.

It can be concluded that learning styles are ways a person prefers to learn and absorbing the information with their own way.

2. Types of Learning Styles

There are three kind of learning styles. They are visual, auditory and kinesthetic learning styles.

a) Visual Learning Style

Visual learning is a learning style in which learners learn by seeing the object. DePorter stated that each the learning style can be explained that visual learning style access visual images create nor remember, color, spatial relations, mental potraits and images stand out in this learning style.²⁵ It means that visual learning is a learner who needs visual sense to absorb the information.

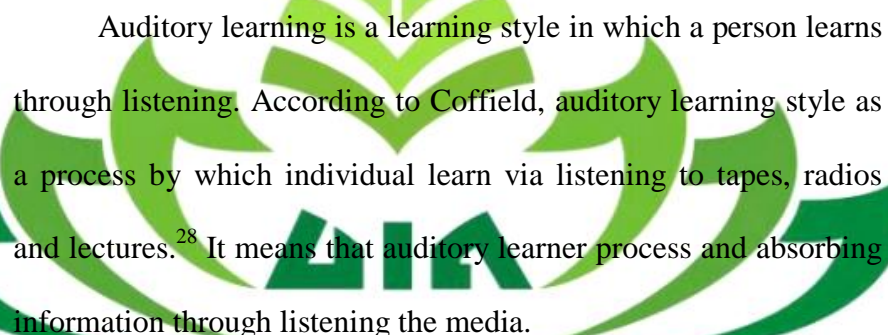
²⁴. Dunn and Dunn in Zainal Abidin Naning and Rita Hayati, *The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University*, Jurnal Holistics, 2011, p. 4

²⁵. Rita Sofiyan, et.al, *The impact of visual auditory and kinesthetic learning styles on economics education teaching*, *Advances in economics business and management research*, vol.57, (January 2018), p.643

Sutikno stated that visual learning style is a learning style that vision has an important role.²⁶ It means that visual learning style focuses on the media display or object related to the lesson.

Furthermore, Tileston stated that visual learners are those who need a mental model that they can see.²⁷ It can be concluded that visual learning style is students' preferences in how they use their abilities of acquiring, using and thinking about knowledge on visual sense. Visual learners are intended talkative, diligent and tidy. However, in order to learn best by seeing, they tend to less in verbal things.

a. Auditory Learning Style



Auditory learning is a learning style in which a person learns through listening. According to Coffield, auditory learning style as a process by which individual learn via listening to tapes, radios and lectures.²⁸ It means that auditory learner process and absorbing information through listening the media.

Furthermore, Abbas stated that auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed.²⁹ It means that auditory learner

²⁶ Ika Maryani, *Op. Cit.* p.369

²⁷ Donna Walker, *10 Best Teaching Practice*, (London: Library of Congress Cataloging), 2011, p.24

²⁸ Chieke, J,C , *Determination of Auditoru and Visual Learning Styles of Adult Learners in Adult Literacy Centers in Anambra State, Nigeria*, IOSR- JRME, Vol.7, No. 3, (Mei-June 2017),p.30

²⁹ Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, Journal of Studies in Education, Vol. 2, No.1, 2012, p.106.

discover information through listening and interpreting information by the means of pitch, emphasis and speed.

Jansen defined that auditory information is processed and stored in the temporal lobes on the sides of the brain.³⁰ It means that this learning style actually put hearing as the primary tool of absorbing information or knowledge.

It can be concluded that auditory learners use their sense of hearing to understand and absorb the information and comprehend knowledge.

b) Kinesthetic Learning Style

Kinesthetic learning style is the way people absorb information through their physical movement to understand and learn the world around them. According to Sutikno, kinesthetic learning style is the learning style through moving, touching, and doing.³¹ It means that they will absorb and understand information easier through touching and moving.

In “A Comparison of Learning Styles and Academic Performance of Students Enrolled in Introductory Poultry Science Courses in Bachelors of Science and Associates of Applied Science Programs” a study described that kinesthetic learning is learning actively and the bodily engaged in the learning process with real world activities and with

³⁰ Donna Walker, *Op. Cit.* p.25

³¹ Ika Maryani, *Op. Cit.* p.371

activities that have meaning to the learner.³² It means that kinesthetic is a learner who will show a preference and physical activity involving bodily movement.

It can be concluded that kinesthetic learning style is the way students comprehend the information or to understand what they read through body movement like playing coin in their pocket or playing fidget spinner and etc.

C. Concept of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Grabe defined that reading as an interactive process between readers and texts that result in reading fluency.³³ It means that reading is a process getting meaning between reader and the text to get the result from the text.

Ahmadi stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.³⁴ It means that reading is an interactive process between the reader and the text to gain the information from the text to the reader.

From all definition, it could be said that the aim of reading is to get information to the reader whether they read for pleasure or not because

³² Lynn Worley-Davis, *A Comparison of Learning Styles and Academic Performance of Students Enrolled in Introductory Poultry Science Courses in Bachelors of Science and Associates of Applied Science Programs*, Thesis North Carolina State University, 2012, p.12, published.

³³ Abbas Purhosein Gilakjani, *How can students improve their reading comprehension skill*, Journal of Studies in Education, Vol.6, No2 (March 2016) p.230

³⁴ *ibid*

information is a crucial aspect to the people who read and the aim of their reading is to get comprehension or meaning of the material content.

1. Definition of Reading

In general, reading is one of the important language skills in learning English. According to Anderson, Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of source of information.³⁵ It can be said that reading is fundamental skill or achievement that should be mastered for achieving one purpose.

Jennifer stated that reading is thinking and understanding and getting at the meaning behind a text.³⁶ It means that reading is a process understanding the reader to get or absorb the information from writers about what they have read. Also, Weir in Grabe's book stated that reading is the process of receiving and interpreting information encoded in language form via the medium of print.³⁷ It means reading is an active process or of understanding written text which means extracting required information from it as efficiently as possible.

Moreover, Anderson stated that reading is a complex process that requires the analyze coordination, and interpretation of variety of sources of information.³⁸ It means that reading has two main processes within

³⁵ Donna M Scallen, et.al, *Early Intervation for Reading Difficulties*, (New York: The Guilford Press) 2010, p.9

³⁶ Jennyfer Seravallo , *Teaching Reading In Small Group* (Porsmouth : Heinemann, 2010), p.43

³⁷ William Grabe, *Reading In A Second Language*, (Cambridge: Cambridge University Press), 2009, p.14

³⁸ Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficulties* (London : Guilford Press, 2010), p.9

firstly, analyzing the symbols or word and then it will be processed in the humans brain to interpret the symbols. Further, the result of the interpretation will be comprehended by people and they can get the idea, information of textual things.

According to Ifrianti, reading is a complex process which involves not only the readers ability to read text but also their experience to comprehend it.³⁹ It means that reading is a process receiving meaning.

Hence, from the explanation about various definitions of reading, it can be said that a universally acceptable reading definition does not exist. However, a simple conclusion can be given to make easier comprehend the definition of reading. Reading is a process, activities or ability on purpose to comprehend the meaning or information whether from printed page or not.

2. Reading Comprehension

Comprehension is the reason of people to read. They will find lots of texts in daily life for being comprehended.

According to Scanlon, Comprehension is an active, constructive, process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the in the text and the reader's preexisting knowledge related to the topic of the text.⁴⁰ It means that reading comprehension is the readers' understanding before and after reading the passage.

³⁹ Syofnidah Ifrianti, Op.Cit. P.144

⁴⁰ Donna M. Scanlon, Op, Cit, p.276

Wainwright stated that reading comprehension is complex process which involves the benefit of various succeeded or failed capability.⁴¹ It means that reading comprehension is the process reader on reading activities to understanding of a text. It is necessary for students to master reading comprehension in order to they can understand every text they will be read along learning English.

Simarmata stated that reading comprehension is the reader ability to read the text, process it and understand its meaning.⁴² It means that reading comprehension is the reader ability to understand the text that author is trying to convey.

Pang defined that reading comprehension is about understanding written text.⁴³ It means that reading comprehension refers to the understanding what is being said or read. When it comes to reading, it is an active process that should be developed if a learner to become a proficient reader.

From all definitions about reading comprehension, it can be concluded that reading comprehension is a process of understanding textual content, knowledge or ideas through thinking process which requires analysis, coordination and interpretation.

⁴¹ Syofnidah Ifrianti, *increasing students reading comprehension by using jigsaw technique*, Vol.5, No.1. (2013), p.145

⁴² John Pieter Simarmata, *Reading Comprehension, Skills With Semantic Mapping and K.W.L strategies* (Medan : 2014). p.1

⁴³ Elizabeth Pang in Zainal Abidin Naning and Rita Hayati, *The Correlation between Learning Style and Listening Achievement of English Education Study Program Students of Sriwijaya University*, *Jurnal Holistics*, vol 3 no. 5, 2011, p. 3.

3. Reading strategies

Crookall defined that strategies as learning techniques, behaviours, problem-solving or study skills which make learning more effective and efficient.⁴⁴ Mc Namara et al stated that reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these kinds of learners are strongly needed to these strategies to achieve reading comprehension.⁴⁵ It can be concluded that reading strategies is the learning technique or problem-solving in which make learning more effective and efficient for achieve reading comprehension.

There are a lot of strategies in reading comprehension. These strategies are explained in details.

1. Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and used it while reading to understand the text. According to knuth, activating background knowledge as some life experience, either real or vicarious; previous work read; and experience with the language.⁴⁶ It means that this knowledge consists of individuals' experiences with the world together with their concepts for how written text work, involving

⁴⁴ Syakirah Mohammed, Majdi Abdullah Ahmad AD-Heisat, The Use of Reading Strategies in Developing Students' Reading Competency among Primary School Teachers in Malaysia, *European Journal of Social Sciences*, vol 12 no.2, 2009 , p.311.

⁴⁵ Iwan Fauzi, The Effectiveness of Skimming and Scanning Strategies In Improving Comprehension and Reading Speed Rates For the Students of English Study Program, *Register Journal*, Vol.11, No.1,2018, p.80-82

⁴⁶ Ismail Yuksel, *Activatingstudents' Prior Knowledge: The Core Strategies*, World Applied Sciences Journal, vol. 20,No.8, 2012, p.1197

word recognition, print concepts, word meaning, and how the text is formed

2. Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text

3. Making Inferences

In this strategy, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Prezler stated that inference is a mental process by which we reach a conclusion based on specific evidence.⁴⁷ Also andi stated that Inference in reading means that the reader uses knowledge and facts from the text and from earlier experiences as base or premises for their own logical conclusion.⁴⁸ It means that inference strategy is one of reading strategies in which the reader used their knowledge from the text and earlier experience or their previous knowledge to make their own logical conclusion.

4. Predicting

In this strategy, readers are able to gain meaning from a text by making educated guesses. Gaither stated that making predictions is a

⁴⁷ Andi Asri Jumiatiy, *Inference Strategy To Improve The Students' Literal Comprehension*, *Exposure Journal*, vol. 3 No. 2 (November 2014) p. 224

⁴⁸ *Ibid*, p.224

strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).⁴⁹ It means that predicting strategy is a strategy that used for the reader to predict what they read.

It means that prediction strategy is a strategy thinking of the kinds of words, phrases, and information that you can expect to encounter based on your background knowledge and/ or information you encounter during task.

5. Summarizing

Summarizing is a writing exercise which is based on reading comprehension.⁵⁰ It means that the reader try to combine the information in a text and their elaborate with their own word to understand what the text is about. In this strategy, reader can be aware of the text structure and how their opinion related about each other.

6. Visualizing

Harvey stated that visualization is being read by drawing and speculate what may happen in our mind, to help students develop their ability.⁵¹ It means that the reader can make a mental picture or drawing

⁴⁹ Trisia, *Increasing students' achievement in reading comprehension of descriptive text through predictive technique at second grade of SMP Islam Kebumen-Tanggamus*, Universitas Lampung: Lampung, 2014, P.13

⁵⁰ Serpil Özdemir, *The Effect of Summarization Strategies Teaching on Strategy Usage and Narrative Text Summarization Successi*, Universal Journal of Educational Research, Vol. 6 No. 10, 2018, P.2201

⁵¹ Musdizal, *the influence of visualization strategy on reading comprehension ability*, Dimensi, Vol.8, No.2, (July 2018), P.319

and speculate what may happen in their mind to comprehend processes they face during reading. Visualizing is very important when it is used for narrative texts they can easily understand what is happening by visualizing the place and personalities.

Brown stated that perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning.⁵²

7. Skimming

Macleod in Abdel Rahman stated that skimming involves a through overview of a text and implies a reading competence. Skimming is one of strategies that require readers to read quickly in order to get an overview or the general idea or gist of a section.⁵³ Also Djuwarsih stated that skimming is a skill of getting general idea of a text. It means that we need only short time to read the text. It is because general idea of the text usually is located at states scanning certain lines or certain sentences of the text. In other word, we only need to read certain parts or lines of the text quickly.⁵⁴

In reading, the students searching for some particular piece of information in the text quickly and practice to think of clues move their eyes rapidly.

8. Scanning

⁵² Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, Journal of Studies in Education, Vol. 2, No.1, 2012, p.235

⁵³ *Ibid*

⁵⁴ Abbas Pourhossein Gilakjani, *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*, Journal of Studies in Education, Vol. 2, No.1, 2012, p.235

According to Vaezi, scanning is reading rapidly to find specific a piece of information⁵⁵. Also Casey stated that scanning is a device used to locate details-specific information that may be asked at the end of the assignment. It can be concluded that scanning is reading a text rapidly to gain the information specific and quickly.

Therefore, the student can use scanning strategy if they want to get information quickly and specific in their assignment or exam and also scanning strategy can minimize their time to answer the question in the text.

4. Reading Comprehension Strategies

McNamara defined that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.⁵⁶

Hardebeck defined that reading comprehension strategies as mental operations, tools or plans used by readers for facilitating and extending their comprehension.⁵⁷ It can be concluded that reading comprehension strategies is behavior or tools that use by a good reader to comprehend the text.

Medina stated that reading comprehension strategies may be defined as a complex process involving interactions between the reader

⁵⁵ *Ibid*

⁵⁶ Unal Ulker, "Reading Comprehension Strategies". *International Journal of Social Sciences & Educational Studies*, Vol. 4 No.3, December 2017, p.140.

⁵⁷ Hooshang Khoshsima, Forouzan Rezaeian Tiyyar, "The effect of summarizing strategy on reading comprehension of Iranian intermediate EFL learners". *International Journal of Language and Linguistics*, Vol. 2, No. 3, April 2014, p.134.

and the text, using multiple skills, because among the variety of known strategies "some strategies work for some students, and other strategies work for other students, just as some strategies work best with certain types of reading material, other strategies work best with other types of reading material".⁵⁸ It can be concluded using strategies in reading comprehension when there is a breakdown at any levels of comprehension is very useful for the students.

D. Theoretical Framework

Reading is an active skill. When people read, they have a goal. They want to get idea or information from the written text. It means that whoever people are need comprehension to get the main idea of a reading text. Especially for eight grade students, they will have a lot of reading texts material even less reading is the main subject which they have to be mastered. Therefore, the strategy in reading plays significant role for them to gain success in their comprehension in reading. However, reading comprehension becomes a problem among the students when they face a reading text.

Reading comprehension which can be seen from their achievement relates to English acquisition. One of factors affecting language acquisition is learning styles. Learning styles relates to reading comprehension achievement because the ways students prefer to learn determine their comprehension. She or he felt comfortable in absorbing, acquiring, perceiving, and processing the

⁵⁸ Unal Ulker. *Op. Cit.* p.140

information with her or his own way. Those factors make learning styles relate to reading comprehension and the matching learning style with the strategies in reading will increase the students' achievement especially in reading comprehension. Despite of the students have the combination of learning styles, they usually have a dominant learning style or their own preference style.

The students who have visual learning style, they will prefer to learn by reading a book by themselves. They will have much interaction with visual and books rather than other learning styles. It means that they will use to read and automatically they will have better comprehension in reading. Meanwhile, students who have auditory learning style, they prefer to listen or hear something from people. They will have better comprehension by hearing rather than reading. It can be said that auditory learners generally will have less comprehension in reading rather than visual learners. Then, kinesthetic learners prefer to learn by touching and doing. They really like doing experiment when they are learning. Movements are their oriented to learn best. It means that their preferences are in play with the physical parts rather than reading or looking at diagrams about how it works.

As the result, an analysis reading comprehension strategies based on their learning style; visual, auditory and kinesthetic needs to be investigated. It is considered and believed that if every student has different preferred ways of absorbing information or knowledge, it means that they have different achievement.



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